



The Apple



The news from Isaac Newton School, Grantham

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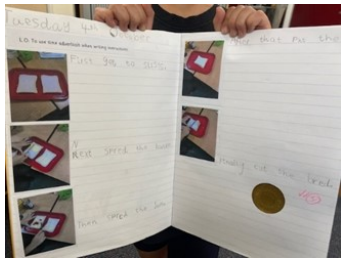
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Dear Parents/Carers,
The children have all continued to settle in fantastically to their new classes and I've been amazed by lots of the work that I have seen going on across the school. A highlight for me this week was seeing Alexia's writing in Year 1. She wrote some amazing instructions, using her fantastic phonic knowledge and beautiful handwriting skills!



I can't wait to see some more amazing work around school next week.



Mr Heathcote

Headteacher

EYFS Homework

I've been seeing some amazing homework coming into school already. I've been particularly impressed by some of our EYFS children who have created a model based on the story 'The Billy Goats Gruff'.



Family Bingo

A huge thank you to all the parents & children who supported us by attending our family bingo. We raised £60 which will go towards our new timeline in the school hall. Every little helps!

Staffing Update

Some of you will have noticed that we have two staff members who are poorly at the moment. Both Mrs Moorcroft (Class 9) and Miss Haddock (Class 4) are not in school currently and we don't yet know when they will return. In the meantime, Mr Prestige (supply teacher) will continue to cover Class 9. We hope that he will continue with us until Mrs Moorcroft returns to provide consistency for the children. Due to childcare commitments, Mrs McEvoy is finding it tricky to cover the whole week in Class 4 so a supply teacher will now take the class on a

Monday and a Tuesday for the time being. Mrs McEvoy will teach the class as normal Wednesday- Friday. We hope to keep the same supply teacher in place until Miss Haddock returns. If you have any concerns at all then please feel to talk to either Mr Heathcote, Mrs Beeby or Mrs Pask.

Halloween Discos

Halloween discos will take place on Tuesday 18th October.

Years 1 & 2: 4.30pm- 5.30pm

Years 3, 4, 5 & 6: 6.00pm- 7.00pm

Tickets are £2 and are available from the school office. This includes a drink and a packet of crisps.



Lego Therapy

At Isaac Newton we take pride in providing LEGO-Based Therapy.

Lego based therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting. Playing with LEGO promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language, and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.



School Communications

The school does not send out letters in paper form. All of our information and updates are sent out via email and our E-Schools app. Please ensure that you have downloaded the app onto your phone and have logged into this. You also need to ensure that we have a correct, up-to-date email address for you on our school system. Letters were sent out last week to all new parents/ carers containing their E-Schools App username and password. If you have any issues with this, then please contact the school office.



Safeguarding

Should you have any concerns regarding the safety or wellbeing of a child then you should report this immediately. You can report this to the school or directly to Children and Young People's Services (Social Services).

Children and Young People's Services Emergency Contact Information Lincolnshire:

During Office hours contact the Children Services Customer Service Centre (CSC) on 01522 782111. Email: lscb@lincolnshire.gov.uk.

Out of Office Hours (24-hours) contact the Emergency Duty Team (EDT) on 01522 782333.



The Designated Safeguarding Lead in school is Mrs Beeby. Safeguarding concerns can also be reported to Mr Heathcote or Mrs Pask who are the Deputy Designated Safeguarding Leads.

Are you entitled to Free School Meals?

Children in Reception, Year 1 and Year 2 receive a free school meal through the Universal Infant Free School Meal Scheme. However, If your child is in Reception to Year 2 and you are in receipt of the benefits listed below the school can receive additional funding. We would encourage you to apply for this to enable us to access this funding to help us to further enhance the opportunities that we provide for the children.

If your child is in Years 3 to 6 they may be eligible for free school meals if you are in receipt of one or more of the following qualifying benefits:

- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2019 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

If you think you are eligible, you will have to apply yourself via Lincolnshire County Council's online free school meals application service using the following: <https://lcc.cloud.servelec.synergy.com/parentportal>

If you need any support with the process then please do not hesitate to pop into the school office.

Upcoming Dates:

17 th Oct	School Photos
18 th Oct	Halloween Disco
	Year 1&2: 4.30pm-5.30pm
	Year 3-6: 6pm- 7pm
18 th Oct	Year 1- Partake 'Great Fire of London' Workshop
8 th Nov	Year 4 Visit- The Collection (Lincoln)
10 th Nov	Year 2 Visit- Stibbington
14 th Nov	Year 6 Cromford Mill
29 th Nov	EYFS – Rand Farm
30 th Nov	Year 5 Greek Workshop

School Term Dates:

Term 1	7 September 2022- 21 October 2022 October Break
Term 2	31 October 2022 - 16 December 2022 Christmas Break
Term 3	3 January 2023- 10 February 2023 February Break
Term 4	20 February 2023 - 30 March 2023 Easter Break
Term 5	17 April 2023 - 26 May 2023 May Break
Term 6	5 June 2023 - 21 July 2023 Summer Holiday



The Diana Award definition of bullying is "repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." Cyberbullying is bullying which takes place online. It can involve anything from sending messages to posting offensive comments to uploading and sharing private or embarrassing photos. It is classed as an indirect form of bullying when compared to verbal or physical bullying, given it usually takes place through a digital device. However, for those experiencing bullying behaviour, the consequences can be just as serious and have far reaching effects.

What schools need to know about CYBERBULLYING

3 KEY ASPECTS OF BULLYING BEHAVIOUR

There are three key aspects of bullying behaviour, namely that it is repetitive, negative and intentional. These behaviours apply both offline and online. Cyberbullying can almost heighten these behaviours, particularly with access to the internet available 24/7 and the different ways in which those displaying bullying behaviour online can target others. The fact that they can also easily hide their identity online can make cyberbullying much more difficult to stop.



DIFFERENT DEVICES & CHANNELS

Cyberbullying can take place over any device connected to the internet which allows for two-way communication. This includes mobile phones, tablets, computers and even games consoles as it becomes more and more common for players to chat to other players whilst playing online. From a snapshot of 1,400 students surveyed by the Diana Award in 2018, 33% of young people admitted to have experienced bullying on social media, 11% via text message and 12% whilst online gaming.



WHAT LEADS TO CYBERBULLYING

There is never any justification for cyberbullying and those who display bullying behaviour need to be held to account for their actions. Nonetheless, it can be useful to try and understand some of the factors that may lead young people into bullying behaviour. For example, family issues, personal difficulties and a lack of positive reinforcement may push some young children into bullying others as a form of coping mechanism. Similarly, those exhibiting bullying behaviour may blame their targets for provoking their behaviour in the first place or engage in bullying behaviour as a call for attention if they lack social skills or understanding. Others may view their position as dominant which makes themselves less vulnerable to being bullied or they replicate behaviour they have experienced themselves in the past.



SIGNS AND SYMPTOMS

Cyberbullying can affect anyone, at any time, at any place. The impacts of cyberbullying can be long-lasting and leave people feeling scared, anxious and lonely. Some of the more obvious signs that those experiencing bullying behaviour might show include weight loss, crying, mood changes, depression and regularly avoiding school. Other symptoms, which might be less obvious to spot and would be difficult to pick up on in isolation, may include changes in body language like hunched shoulders, walking slower or an inability to make eye-contact. In extreme cases, those experiencing bullying behaviour may have unexplained marks or scars which could be evidence of self-harm.



Tips For School Staff

TAKE A WHOLE SCHOOL APPROACH

In taking a whole approach towards cyberbullying, schools can cultivate a culture that relies on positivity and behaviour that is emulated by ALL members of the school community including staff, support staff, senior leaders, governors and parents and carers.



BUILD CONFIDENCE IN DEALING WITH INCIDENTS

This can be achieved by having clear knowledge of what constitutes bullying behaviour, having clear sanctions and courses of action and continually updating your knowledge of safety procedures regarding online and offline incidents.



USE CHILDREN AND YOUNG PEOPLE AS A RESOURCE

Ensure you understand what is influencing the behaviour of young people in your community. If schools know what their students are engaging with, it can be easier to develop and implement relevant and effective tactics / strategies to counter cyberbullying issues.



UNDERSTAND THE CAUSES OF BULLYING

As previously mentioned, sometimes those who are behind the bullying are in need of support just as much as those who are being targeted. In better understanding the cause of the issue, schools can better position themselves to tackle the problem and also adequately support both those displaying and experiencing the bullying behaviour. Taking a proactive approach means that schools can gear themselves to tackle issues specific to their school environment, rather than treating each case the same.



ENSURE ALL STAFF KNOW THEIR ROLES AND RESPONSIBILITIES

All staff have a role to play in educating and supporting children who are affected by cyberbullying, not just those responsible for safeguarding or online safety. Regular training, continuous professional development and clear school policies can help to empower staff in effectively managing any cyberbullying issues and in providing a united staff front on zero tolerance to all bullying behaviour.



In collaboration with

THE DIANA AWARD



Ask For Help



For further support, advice or guidance to support you students at school, or to sign up to The Diana Award's free Anti-Bullying Ambassadors training events, head to www.antibullyingpro.com

